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ABSTRACT

This paper describes and evaluates a pilot project funded under the Emergency School Aid Act (ESAA). The pilot project was subdivided into two parts: the Camp Learning Center program, and the Cultural Adjustment Program. Among the general goals of the Camp Learning Center were to improve mathematics and reading skills through a relevant and interesting program of outdoor education which included the natural, environmental, and social sciences. The overall objective was to improve cognitive and effective skills and development while further reducing minority isolation. It was predicted that the participating students would make gains in the areas of reading, certain camping content areas, and social development. These objectives were met. The Cultural Adjustment Program extended the services provided through general funds for non-English speaking pupils and pupils with first language interferences. It also provided special services for native Spanish-speaking pupils. The major purpose of this project was to reduce isolation and educational problems related to non-English speaking pupils and those pupils who have first language interferences. Among the findings of the evaluation include: (1) pupils studying English as a second language increased their profiency in English usage skills, (2) pupils studying Spanish as a native language increased their levels of skills in Spanish usage, and (3) the services provided by this project served a definite need of the school system by extending existing services to immigrant pupils. (Author/AM)

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ED142604

RESEARCH AND EVALUATION REPORT

Vol. X, No. 12 March 1977

EMERGENCY SCHOOL AID ACT
PILOT PROJECT
1975-76

A Final Project Performance Report (OE-116-2)
Submitted to the
Regional Office of Education
Department of Health, Education, and Welfare

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TABLE OF CONTENTS

PART I

	Page
INTRODUCTION	1
NEED	1
OBJECTIVES	2
ACTIVITIES	3
EVALUATION	
Objective 1	4
Objective 2	4
Objective 3	6
Objective 4	6
Objective 5	11
COST ANALYSIS	11
CONCLUSIONS	13
RECOMMENDATIONS	14

LIST OF TABLES

Number		Page
1.1	Gains in Grade Equivalent in Reading by School for ESAA Camp Learning Pupils, Iowa Tests of Basic Skills	5
1.2	Self-Concept Analysis of All Participants	7
1.3	Average Correct Responses of ESAA Camp Learning Pupils on the Criterion-Referenced Test	8
1.4	Summary of Responses to Student Survey, Fall 1975	9
1.5	Summary of Responses to Student Survey, Spring 1976	10
1.6	Summary of Teacher Evaluations of the Camp Learning Program	12
1.7	Cost Analysis of ESAA Camp Learning Program	17

TABLE OF CONTENTS

PART II

	Page
INTRODUCTION	
Population Benefited from Assistance	16
Achievement of Objectives	16
Objective I — English Usage	17
Objective II — Spanish Skills	19
Social Adjustment	21
Staff Development	21
CONCLUSIONS	21
RECOMMENDATIONS	22
PROJECT STAFF	22

LIST OF TABLES

Number		Page
2.1	Number of Students Whose Dominant Language is Not English	16
2.2	Participants in English-to-Speakers-of-Other-Languages Activity Pretest and Posttest Scores, 1975-76	19
2.3	Gains in Reading AAQ for Non-English Speaking and English-Speaking Students	20
2.4	Spanish-to-Spanish-Speaking Pupils Pretest and Posttest Scores, 1975-76	21

APPENDICES

PART I

	Page
Self-Appraisal Inventory	A-1

PART II

	Page
Lesson Plans	B-1

INTRODUCTION

The Atlanta Public Schools received a federal grant of $290,328 for the operation of a pilot project under the Emergency School Aid Act (ESAA) from July 1, 1975 to June 30, 1976. The pilot project was subdivided into two parts as follows: Part I, Camp Learning Center Program, and Part II, Cultural Adjustment Program. The grant award included $191,530 for operation of the Camp Learning Center Program.

It was believed that in integrated schools a lack of understanding of racial and cultural differences and the existence of stereotyped opinions about other ethnic groups hindered the academic learning process. Conversely, it was believed that when human relationships improve, tensions decrease and learning possibilities increase. Accordingly, the Camp Learning Center program provided interdisciplinary educational, interracial, and cultural experiences in a camp setting for approximately 500 sixth grade pupils.

The general goals of the Camp Learning Center were to:

1. Improve mathematics and reading skills through a relevant and interesting program of outdoor education which included the natural, environmental, and social sciences.
2. Improve human relation skills through a program of activities designed to:
   a. Foster knowledge of and appreciation for others of different backgrounds;
   b. Teach the skills necessary to interact successfully with peers, teachers, and parents; and
   c. Teach problem-solving and valuing skills which enable the student to deal successfully with a variety of social and personal problems.
3. Improve the pupil's self-concept and his perception of his ability to control the direction of his own life through a program which provided a variety of successful experiences and removed the external cues for failure he may have previously perceived in the regular classroom setting.
4. Assist the students in the acquisition of skills related to four content areas which were emphasized during the Camp Learning experience. The four specific content areas were forestry, soil and water, time and space, and man and animal.

In today's world, children need to possess more than academic skills. There is a need for them to know how to interact with people and to have the tools which will enable them to cope with a rapidly changing environment. Children also have a need to understand their own behavior and its causes as well as the behavior of others.

It was predicted that, as a result of participation in the program, the students would make gains in the areas of reading, certain camping content areas, and social development. In addition, it was felt that this experience would open many new fields of interest for the children to pursue at school and at home.

NEED

The need for Federal funds to provide assistance in coping with the problems incident to the further desegregation of the Atlanta Public Schools is especially great during the period required for the implementation of a court-ordered compromise plan to settle a long-standing court case involving the School System.

The unitary school has resulted in many problems centering around racial and cultural differences. The problems of lack of understanding of racial and cultural differences and stereotyped opinions about other ethnic groups could be most effectively eliminated by exposing students to other social, cultural, and economic systems in a situation of minimal stress, e.g., a camping situation.

The provision of Federal funds through the Emergency School Aid Act (ESAA) provided a means of fostering meaningful integration of individuals from various ethnic backgrounds in an innovative and interesting program of outdoor education. The intent was to obey the spirit as well as the letter of the law, i.e., to provide experiences leading to true social integration rather than mere school desegregation.

The children attending the Camp Learning Center were presented a program of study in the natural, environmental, and social sciences through a series of interesting and active activities. By stimulating the student's interest in these areas, he or she would be motivated to acquire the necessary reading skills needed to participate more fully in the program and to pursue the interests developed as these areas were studied. Secondly, success in these activities would establish an expectancy for success in future-related activities, thus building the student's self-confidence in his or her own ability to achieve.

By being placed in situations where cooperative group effort was necessary and where there was the time and opportunity to settle differences constructively, the participants in the project would learn many of the necessary social skills to get along with people different from themselves. Also, the program would result in fewer instances of disruptive behavior in the classroom as these skills were easily reinforced and carried over into everyday activities.

The Camp Learning Center Project involved approximately 500 sixth grade children from eight Atlanta schools. The classroom teachers were present at all times but required to assist at the camp only during school hours. Approximately 100 high school students served as camp counselors and were recruited equally from minority students attending predominately minority high schools and from majority students attending integrated high schools.

The children were divided into four groups of 125 pupils each with approximately one high school student assigned to every seven elementary students during the camp session. Each group attended camp for five days during the fall quarter and an additional five days in the spring quarter. During the winter quarter, the project staff conducted special activities within the classroom, arranged for appropriate field trips, and generally acted as consultants to the teachers in reinforcing the concepts learned at the Camp Learning Center.

The program was designed and implemented by the project coordinator, a lead teacher, and four released teachers. Operations analysis, evaluation, and liaison activities were carried out by personnel assigned to the Research and Evaluation Division.

OBJECTIVES

The overall objective was to improve cognitive and affective skills and development while further reducing minority isolation.

More specifically, the objectives of the Camp Learning Center were as follows:

1. The Camp Learning Center pupils would achieve gains in reading equal to or greater than the gains in reading of all Atlanta sixth grade pupils.
2. The self-concept of Camp Learning pupils, as measured by the Self-Appraisal Inventory (SAI), would improve significantly from the fall of 1975 to the spring of 1976.
3. The Camp Learning pupils would, on the average, respond correctly to seventy-five per cent of the questions on a criterion-referenced test which was constructed by the Camp Learning staff. The questions would be derived from the content areas taught during the camp experience.
4. The Camp Learning pupils would average an eighty per cent positive response to two student surveys about their attitude in regard to the camping experience. While the questions were the same, one survey would be administered in the fall and a second survey would be administered in the spring.
5. The regular classroom teachers who attended the two camping sessions with their pupils would respond positively to questions relating to the Camp Learning experience. While the questions were the same, one survey would be administered in the fall and a second survey would be administered in the spring.

ACTIVITIES

The participants in the project were divided into four major groups. Each group attended two five-day sessions, one during the fall quarter and one during the spring quarter. Each student participated for a total of eighteen weeks: (1) two weeks precamp preparation in the fall, (2) one-week camp session in the fall and another in the spring, (3) twelve weeks intercamp activities, and (4) two weeks postcamp activities in the spring.

An outline of the project activities is presented below:

1. Precamp Activities

   During the weeks immediately prior to the fall camp sessions, the project staff participated in human relations training provided by in-system resource personnel. The project staff conducted a full-day workshop for classroom teachers and principals. The workshop included an orientation of the campsite and general camp program as well as specific instructions in human relations and in conducting camp activities. Also, during this period, high school students in the environmental education programs were recruited and trained to serve as camp counselors. The counselors were also trained in the use of human relations skills.

   Project staff developed activities and designed activities to meet the particular needs of the pupils and the camp program. Materials and supplies were requisitioned and constructed to be used both at camp and by classroom teachers at school. The coordinator made all arrangements for the camp, travel, etc.

   Prior to going to camp, each participating class was visited by the project staff several times to participate in activities designed to prepare them for the camp experience. The released teachers, assisted by the lead teacher, conducted a variety of science and social studies activities to help the students to learn the new concepts needed for participation in camp activities. The students were presented with those instruments identified for the evaluation component of the project, received instructions as to proper clothing and equipment to take to camp, and were given medical screening examinations.

2. Fall and Spring Camping Activities

   The students were divided into teams as they arrived at the campsite and assigned to large cabins where they lived with their high school student counselors, classroom teachers, and released teachers. Throughout the session, the teams were rotated through the various activities conducted by teachers and staff. The students participated in a variety of academic, social, and recreational activities throughout the day which were balanced to alternate periods of quiet activity with those of physical activity.

   Each morning the students assembled in front of the dining hall for flag raising and to hear announcements about the special activities of the day. Following breakfast, the students returned to their cabins to make their beds, to clean up, and to prepare the day's program. The major part of the morning program was devoted to academic activities including soil and water study, social studies, health, science, and language arts. The students were accompanied by their counselors to these activities so that the counselors could assist them later in the day with review and homework assignments. After lunch, the students participated in cultural enrichment activities for about an hour which included presentations by high school art groups, movies, and the like. A second academic session, similar to the morning session, was conducted each afternoon. In the late afternoon, students participated in recreational activities including organized team sports, individual sports, and quiet games. Following this, the students divided into small groups of six or less and worked with their high school counselors on "reflection and reinforcement." This was a period where the students reviewed the concepts learned during the day and prepared for the next day's activities. The students then returned to their cabins for free time which was followed by dinner. After dinner, the students participated in a variety of recreational and cultural evening activities which included performances by a children's theatre group, educational movies, square dancing, talent shows, and the like. The students were then accompanied back to their cabins by the high school

counselors while teachers and staff met to review the day's program and to make plans for the coming day.

Camp Schedule

7:00 a.m.	Reveille
7:30 a.m.	Flag Raising
7:45 a.m. - 8:15 a.m.	Breakfast
8:15 a.m. - 8:45 a.m.	Clean Cabins and Prepare for Classes
8:45 a.m. - 11:15 a.m.	Academic Classes
11:30 a.m. - 12:15 p.m.	Lunch
12:15 p.m. - 1:00 p.m.	Special Programs
1:00 p.m. - 1:30 p.m.	Overlap of Special Programs and Regrouping for Academic Classes
1:30 p.m.- 3:00 p.m.	Continuation of Academic Classes
3:00 p.m. - 4:00 p.m.	Reflections and Reinforcement
4:00 p.m. - 5:00 p.m.	Recreation
5:00 p.m. - 6:00 p.m.	Return to Cabins
6:00 p.m. - 7:00 p.m.	Supper
7:00 p.m. - 8:00 p.m.	Special Programs
8:00 p.m. - 9:00 p.m.	Movies, Social Dance, Wiener Roast, Skits, etc.
9:00 p.m. - 9:30 p.m.	Snacks
9:30 p.m. - 10:30 p.m.	Personal Hygiene
10:30 p.m.	Lights Out

3. Intercamp Activities

The camp staff visited each school at least once a week during the winter quarter. The camp staff presented classroom demonstrations, films, speakers, etc., to reinforce concepts presented at camp. The staff conducted field trips relevant to the camping experience and organized detailed projects expanding knowledge obtained at camp.

Project staff also provided the classroom teachers with curriculum materials and guidance in their use in the regular classroom program.

4. Postcamp Activities

Intercamp activities continued to reinforce concepts presented during the camp session.

EVALUATION

The evaluation of the Camp Learning Program is directly related to the objectives which the program established prior to the implementation of the activities. Each objective will be discussed separately.

Objective 1: The Camp Learning Center pupils would achieve gains in reading equal to or greater than the gains in reading of all Atlanta sixth grade pupils.

Attainment of Objective 1 was measured by comparing the reading gain of the Camp Learning pupils to the reading gain of all Atlanta sixth grade pupils. The data are presented in Table 1. As can be determined by analyzing the data presented, seven of the eight schools involved in the Camp Learning Program attained the objective of achieving reading gains equal to or greater than the average gain of all Atlanta sixth grade pupils.

Objective 2: The self-concept of Camp Learning pupils, as measured by the Self-Appraisal Inventory (SAI), would improve significantly from the fall of 1975 to the spring of 1976.

Attainment of Objective 2 was measured by comparing the gains of the Camp Learning pupils on a self-concept test used widely in the Atlanta Public Schools, namely the SAI.

The SAI was administered to the entire student population of the classes participating in the program. The students took the test in the fall before they went to camp and in the spring after they returned from their second camp session, thus enabling a pre-post evaluation of the student's self-concept.

The SAI is a self-concept instrument used to measure the following dimensions pertaining to pupil's self-concept.

1. Family — One's self-esteem yielded from family interaction.
2. Peer — One's self-esteem associated with peer relations.

TABLE 1

GAINS IN GRADE EQUIVALENT IN READING BY SCHOOL FOR ESAA CAMP LEARNING PUPILS
IOWA TESTS OF BASIC SKILLS (ITBS)
(COMPARING FIFTH GRADE SCORES WITH SIXTH GRADE SCORES)

School	Number of Students in Fifth Grade During 1974-75	Grade Equivalent in Reading Spring 1975 ITBS	Number of Students in Sixth Grade During 1975-76	Grade Equivalent in Reading Spring 1976 ITBS	Gain	Was the Gain for the ESAA Camp Learning Pupils Equal to or Greater than Non-Camp Learning Pupils?
Ben Hill	106	4.3	95	4.9	0.6	Yes
Capitol View	52	3.9	51	4.4	0.5	Yes
Continental Colony	82	4.9	72	5.8	0.9	Yes
Dobbs	54	3.8	58	4.3	0.5	Yes
Gideons	51	3.9	55	42.	0.3	Yes
Perkerson	39	4.4	48	4.7	0.3	Yes
Slater	80	3.8	72	4.0	0.2	No
West Manor	60	4.8	58	6.1	1.3	Yes
Total Camp Pupils	524	—	—	—	0.6	Yes
System-Wide Gains	5,372	4.1	5,580	4.5	0.4	Not Applicable

3. Scholastic — One's self-esteem derived from success or failure in scholastic endeavors.

4. General — A comprehensive estimate of how the self is esteemed.

5. Total — A combination of the four subscales enumerated above.

The data gathered from the administration of the SAI are presented in Table 2. While the scores of participating schools are subdivided into the four subcategories of self-concept, it is the "Total" with which evaluation of the objective was concerned.

As can be determined by analyzing the data presented in Table 2, the self-concept objective was achieved because there was a statistically significant improvement in the self-concept of the Camp Learning pupils from the fall pretest to the spring posttest.

It is interesting to note that the one subtest for which there was not a statistically significant improvement was the "school" subcategory. Perhaps the transition from the camping situation to the classroom is not as impressive as the Camp Learning staff would wish. It must be noted, however, that there was a slight increase in positive attitude towards school from 13.01 (pretest) to 13.33 (posttest). Thus, while there was no statistically significant increase, there was a slight positive increase.

Objective 3: The Camp Learning pupils would, on the average, respond correctly to the seventy-five per cent of the questions on a criterion-referenced test which was constructed by the Camp Learning staff. The questions would be derived from the content areas taught during the camping experience.

Attainment of Objective 3 was measured by the administration of a forty-item test developed by the Camp Learning staff. Ten items from each of the four content areas were included on the test, and the items were derived from the objectives within each of the four content areas.

Table 3 contains the data gathered as a result of the scoring of the responses of the Camp Learning pupils. The average correct responses are reported for each of the four subtests and for the total forty-item test. Also, the average correct responses for each of the eight participating schools are listed so the contribution of each school towards attainment of the objective can be evaluated.

Using the criterion of seventy-five per cent correct responses to the forty-item test, pupils in four of the eight schools achieved the objective while pupils in the remaining four did not. Likewise, when the correct responses of the pupils were averaged, the average of twenty-nine on the total test falls just below the criterion level. Thus, when consideration is given to pupils from individual schools, four schools attained the objective but the total group of Camp Learning pupils was, for all practical purposes, able to achieve the stated objective.

Objective 4: The Camp Learning pupils would average an eighty per cent positive response to two student surveys about their attitude in regard to the camping experience. While the questions were the same, the survey would be administered in the fall, and a second survey would be administered in the spring.

As was stated above, the Camp Learning pupils were exposed to two one-week camping sessions — one in the fall and another in the spring. At the end of each of the two sessions, the pupils responded anonymously to a questionnaire which contained six questions.

Attainment of the survey objective must be determined by analyzing the data gathered at the end of each camping session. Table 4 contains the data gathered at the end of the fall camping session, and Table 5 contains the data from the spring camping session.

By reviewing the data presented in Table 4, it is obvious that during the fall camping experience the objective was achieved in six of the seven areas covered by the survey questionnaire. Only in the area of a "positive change in attitude toward school" did the per cent of responses fall below the criterion level of eighty per cent positive. Once again, the transfer of positive attitudes from the camp setting to a structured classroom setting was not achieved.

As can be determined by reviewing the data in Table 5, the spring survey resulted in a very similar pattern. Once again, the eighty per cent criterion level was not attained in the realm of a "positive change in

TABLE 2

SELF-CONCEPT ANALYSIS OF ALL PARTICIPANTS*

School	Subscale	No. of Students	Pretest Mean	Pretest Standard Deviation	Pretest Per Cent Positive	Posttest Mean	Posttest Standard Deviation	Posttest Per Cent Positive	t
Capitol View	Peer	47	13.89	3.33	69	14.32	3.49	72	0.61
	Family	47	15.10	2.96	75	15.84	2.73	79	1.25
	School	47	13.85	3.90	69	13.04	3.73	65	-1.03
	General	47	14.53	3.09	73	14.86	3.29	74	0.50
	Total	47	57.38	10.67	72	58.08	11.44	73	0.31
Continental Colony	Peer	71	15.69	3.33	78	15.61	2.98	78	-0.15
	Family	71	16.45	2.55	82	16.73	2.15	84	0.71
	School	71	15.70	3.34	79	16.11	3.26	81	0.74
	General	71	15.79	2.62	79	16.25	2.62	81	1.05
	Total	71	63.66	9.77	80	64.70	9.13	81	0.66
Dobbs	Peer	49	12.18	3.96	61	13.59	3.82	68	1.79
	Family	49	14.10	3.58	71	15.00	2.77	75	1.39
	School	49	12.75	4.56	64	13.08	3.81	65	0.39
	General	49	13.81	3.39	69	14.28	2.85	71	0.74
	Total	49	53.12	14.00	66	55.95	11.82	70	1.08
Gideons	Peer	42	11.95	3.55	60	12.92	3.39	65	1.28
	Family	42	12.59	3.27	63	13.95	2.60	70	2.11**
	School	42	10.69	3.15	53	11.38	3.24	57	1.02
	General	42	12.66	3.06	63	13.76	3.05	69	1.65
	Total	42	47.90	10.76	60	52.04	9.02	65	1.91
Perkerson	Peer	35	12.20	3.86	61	14.33	2.84	72	2.63**
	Family	35	14.00	3.08	70	15.19	3.16	76	1.59
	School	35	12.40	4.24	62	13.33	4.52	67	0.89
	General	35	13.34	3.46	67	14.47	3.20	72	1.42
	Total	35	51.97	12.40	65	57.33	11.68	72	1.86
Slater	Peer	60	12.51	3.40	63	14.22	3.09	71	2.88**
	Family	60	13.81	2.66	69	15.40	1.92	77	3.74**
	School	60	11.40	3.42	57	11.91	3.45	60	0.81
	General	60	13.41	2.70	67	14.63	2.38	73	2.62**
	Total	60	51.06	9.68	64	56.30	8.16	70	3.20**
All Schools	Peer	304	13.30	3.80	67	14.29	3.36	71	3.40**
	Family	304	14.53	3.22	73	15.49	2.63	77	4.02**
	School	304	13.01	4.11	65	13.33	3.96	67	0.98
	General	304	14.09	3.17	70	14.85	2.95	74	3.06**
	Total	304	54.98	12.31	69	58.00	10.82	73	3.21**

*Test used was the Self-Appraisal Inventory.
**Significant at .05 level.

TABLE 3

AVERAGE CORRECT RESPONSES OF ESAA CAMP LEARNING PUPILS ON THE CRITERION-REFERENCED TEST

School	Number of Pupils	Average on Forestry Portion	Average on Soil and Water Portion	Average on Time and Space Portion	Average on Man and Animal Portion	Average on Total Test	Objective Achieved
Ben Hill	56	8	9	8	8	34	Yes
Capitol View	35	7	7	7	7	28	No
Continental Colony	62	9	8	8	8	33	Yes
Dobbs	28	6	6	7	6	26	No
Gideons	54	5	6	6	6	23	No
Perkerson	31	8	8	8	7	32	Yes
Slater	58	6	7	7	7	27	No
West Manor	54	7	7	8	8	30	Yes
All Camp Pupils	378	7	7	7	7	29	No

TABLE 4

SUMMARY OF RESPONSES TO STUDENT SURVEY
FALL 1975

Questions	Number Positive	Per Cent Positive	Number Negative	Per Cent Negative	Number Undecided or No Response	Per Cent Undecided or No Response
1. Worthwhile experience?	368	90	6	1	37	9
2. Learning experience?	405	99	4	1	2	*
3. Positive change in attitude toward school?	313	76	75	18	23	6
4. Mix well with students from other schools?	366	89	42	10	3	1
5. Positive change in relationship with teacher?	333	81	75	18	3	1
6. Positive change in attitude about other races?	333	81	69	17	9	2
7. Desire to repeat experience?	383	93	25	6	3	1

*Too minimal to report.

TABLE 5

SUMMARY OF RESPONSES TO STUDENT SURVEY
SPRING 1976

Questions	Number Positive	Per Cent Positive	Number Negative	Per Cent Negative	Number Undecided or No Response	Per Cent Undecided or No Response
Worthwhile experience?	381	95	10	3	9	2
Learning experience?	378	94	12	3	10	3
Positive change in attitude toward school?	316	79	81	20	3	1
Mix well with students from other schools?	344	86	50	12	6	2
Positive change in relationship with teacher?	230	58	167	41	3	1
Positive change in attitude about other races?	319	80	72	18	8	2
Desire to repeat experience?	359	90	28	7	13	3

attitude toward school." Also, positive responses to question number 5 relating to a "positive change in relationship with teacher" fell below the criterion level of eighty per cent positive response. However, by using all the responses to the student survey to evaluate attainment of this objective, both camping sessions were successful with the fall session the more successful of the two.

Objective 5: A majority of regular classroom teachers who attended the two camping sessions with their pupils would respond positively to questions relating to the Camp Learning experience. While the questions were the same, one survey would be administered in the fall and a second survey would be administered in the spring.

The questionnaire which was used to evaluate attainment of this objective contained eight questions with an opportunity for open-ended responses after each question. Table 6 contains the data gathered from the administration of the questionnaire after each of the camping sessions.

For both the fall and spring evaluations, the responses were very positive. While the objective stated that the criterion of attainment would be a majority of positive responses, an analysis of Table 6 indicates that the feelings about the camping experience were almost unanimous in their positiveness.

COST ANALYSIS

As of August 31, 1976, the expenditures for the 1975-76 Camp Learning Program totaled $169,743.16. In analyzing the cost of the program, there are four basic calculations which will be made. The four calculations are as follows:

1. Cost per sixth grade pupil in terms of the following services:
   a. A one-week camping session during Fall Quarter 1975.
   b. Weekly classroom visits by the Camp Learning staff during Winter Quarter 1975-76.
   c. A one-week camping session during Spring Quarter 1976.
2. Cost per month's gain in reading for all sixth grade pupils who benefited from the Camp Learning Program (using the cost per pupil derived in Number 1).
3. Cost per pupil (including the sixth grade pupils and the high school counselors).
4. Cost per month's gain in reading for all sixth grade pupils who benefited from the Camp Learning Program (using the cost per pupils derived in Number 3).

Table 7 includes the data for each of the above four calculations.

TABLE 7

COST ANALYSIS OF ESAA
CAMP LEARNING PROGRAM

Unit of Measure	Total Number of Units	Total Cost	Cost Per Unit
1. Cost per sixth grade participant	524 pupils, sixth grade pupils	$ 169,743.16	$ 323.94 per pupil
2. Cost per month's gain in reading as measured by Iowa Tests of Basic Skills (sixth grade participants)	6 month's gain for 524 pupils	$ 323.94 per pupil	$ 53.99 per month's gain in reading
3. Cost per pupil in Atlanta Public Schools	624 (524 sixth grade pupils and 100 high school counselors)	$ 169,743.16	$ 272.18 per pupil
4. Cost per month's gain in reading as measured by Iowa Tests of Basic Skills (sixth grade pupils)	6 month's gain for 524 pupils	$ 272.18 for 624 pupils	$ 45.36 per month's gain in reading

TABLE 6

SUMMARY OF TEACHER EVALUATIONS
OF THE CAMP LEARNING PROGRAM

Question	Response in the Fall 1975			Response in the Spring 1976		
	Yes	No	Undecided or No Response	Yes	No	Undecided or No Response
1. Was the camping experience a worthwhile experience for your students?	13	0	0	10	0	2
2. Were your students sufficiently motivated in the academic aspects of the program to foster continued learning?	11	0	2	10	0	2
3. Would you like to see this type of program continued?	12	0	1	10	2	0
4. Do you feel that the teacher training activities are sufficient and adequate?	12	0	1	11	0	1
5. Do you feel that the camp facilities were adequate to meet the needs of the program?	12	1	0	12	0	0
6. Was there evidence of student improvement in the area of self-concept and self-awareness?	11	0	2	10	0	2
7. Do the camping program and classroom activities blend readily with your regular classroom curriculum and activities?	10	2	1	11	0	1
8. Have the released teachers been helpful in assisting you in structuring and implementing the academic phase of the camping program?	8	3	2	12	0	0

In regard to the first cost factor, Number 1 in Table 7, the basic cost per sixth grade pupil, the expenditure was $323.94 per pupil. In several ways, this figure is inflated because one important group of persons is not included in the total of 524 sixth grade pupils. The cost per sixth grade participant does not include the approximately 100 high school student counselors who served a vital role in the execution of the program. For 1975–76, no data were obtained on this group; thus, it was excluded from the first cost per participant. Even with the inflated cost of $323.94 per sixth grade participant, the Camp Learning Program was very economical when one considers the three services enumerated above, especially the weekly classroom visits during Winter Quarter 1975–76. One of the most important elements of the Camp Learning Program, in the opinion of this writer, is the Winter Quarter visitation component. All too often pupils are taken away for a valuable camping experience, returned to the home-based school, and the camping experience is ended. The weekly visits by the Camp Learning staff, during the interim of the two camping experiences, provides a continuity which is often lacking in the camping programs. Thus, $323.94 per pupil is an extremely good "bargain."

In regard to the second cost factor, Number 2 in Table 7, month's gain in reading, the expenditure was $53.99 per month's gain. The inflated cost, described when discussing the first cost factor, is relevant when considering this second factor. Even if the cost of $53.99 per month's gain were not inflated, this cost per month's gain is comparable to other Federal programs in operation in the Atlanta Public Schools, some of which have reading gain as their prime objective. As the reader will recall from the section on "Objectives," the ESAA Camp Learning Program is equally concerned with both the cognitive and affective domains and, more specifically, with the reduction of minority isolation. Thus, $53.99 per month's gain in reading is an impressively low expenditure.

In regard to the third factor, Number 3 in Table 7, the cost per pupil (including the sixth grade and high school counselors), the inclusion of the latter group reduces the cost per pupil to $272.18 which is a more realistic figure than $323.94 per pupil.

The fourth cost calculation, Number 4 in Table 7, cost per month's gain in reading for the sixth grade pupil, is made by using the lower cost per pupil figure. This lower cost per month's gain in reading of $45.36 emphasizes dramatically how a successfully operating camping program, which does not have reading as its prime objective, can make a significant contribution to the normal reading program in the Atlanta Public Schools.

CONCLUSIONS

The ESAA Camp Learning Program operated as planned during the 1975–76 school year. There were no major deviations from the operations in the other four years during which the program has been in existence. While the consensus of those associated with the program was that the camping program was successful, there is tangible, objective evidence that the program was successful in achieving its goals and objectives.

The tangible evidence of a successful ESAA Camp Learning experience is provided by a review of the accomplishments associated with the five objectives of the program. For the purposes of emphasis, the five objectives and the accomplishments of each are restated as follows:

1. The Camp Learning Center pupils would achieve gains in reading equal to or greater than the gains in reading of all Atlanta sixth grade pupils.

   Accomplishment: The average system-wide gain of sixth grade pupils in reading as measured by the Iowa Tests of Basic Skills (Spring 1975 and Spring 1976) was 0.4 months while the ESAA Camp Learning pupils averaged a gain of 0.6 months. Thus, the objective was achieved.

2. The self-concept of Camp Learning pupils, as measured by the Self-Appraisal Inventory (SAI), would improve significantly from the fall of 1975 to the spring of 1976.

   Accomplishment: The ESAA Camp Learning pupils improved significantly in self-concept as measured by the gains in the fall 1975 and the spring 1976 administration of the SAI. The improvement was statistically significant at the .05 level.

3. The Camp Learning pupils would, on the average, respond correctly to seventy-five per cent of the questions on a criterion-referenced test which was constructed by the Camp Learning staff. The questions were derived from the content areas taught during the camp experience.

   Accomplishment: On the forty-item test, the average correct response of the ESAA Camp Learning pupils was 29; thus, the objective was, for all purposes, achieved. Also, pupils in four of the eight schools averaged correct responses above the criterion level of seventy-five per cent correct responses.

4. The Camp Learning pupils would average an eighty per cent positive response to two student surveys about their attitudes in regard to the camping experience. While the questions were the same, one survey would be administered in the fall, and a second survey would be administered in the spring.

   Accomplishment: During the fall camping experience, the objective was achieved in six of the seven areas covered by the survey questionnaire. Only in the area of a "positive change in attitude toward school" did the per cent of responses fall below the criterion level of eighty per cent positive.

   The spring survey resulted in a very similar pattern. Once again, the eighty per cent criterion level was not attained in the realm of a "positive change in attitude toward school." Also, positive responses to question Number 5 relating to a "positive change in relationship with teacher" fell below the criterion level of eighty per cent positive response. However, by using all the responses to the student survey to evaluate attainment of this objective, both camping sessions were successful, with the fall session being the more successful of the two.

5. The regular classroom teachers who attended the two camping sessions with their pupils would respond positively to questions relating to the Camp Learning experience. While the questions were the same, one survey would be administered in the fall, and a second survey would be administered in the spring.

   Accomplishment: For both the fall and spring evaluations, the responses were very positive. While the objective stated that the criterion of attainment would be a majority of positive responses, an analysis of the data indicated that the feelings of teachers about the camping experience were almost unanimous in their positiveness.

Several aspects of the ESAA Camp Learning Program may account for the significant accomplishments enumerated in the preceding paragraph. First, there is something "special" about a camping experience offered by a school system, and the pupils appeared to be excited about their opportunity to learn away from their own school building. It is a sign of maturity when a sixth grader has an opportunity to be away from home and in structured schooling for five days, twice during a school year. Second, the Winter Quarter interim, when the Camp Learning staff visits the Camp Learning pupils, offers a continuity which is too often missing in other camping programs. Third, the Camp Learning Program provides an opportunity for the pupils to perceive of their teachers as both teachers and human beings. In a regular school setting, pupils often never see teachers other than in their classroom settings. At the camp, teachers are at the same time teachers, learners, and buddies. Fourth, many of the Camp Learning pupils have never been in a noncity environment and are provided with a "back to nature" experience which has to have an impact on those pupils who participate. Finally, the opportunity of "living" for ten days with persons of different races has a potentially positive effect on those persons having the experience. In reality, the positive accomplishments of the Camp Learning Program result from the sum of all the aspects rather than any one which might be singled out.

RECOMMENDATIONS

Based upon an analysis of the 1975-76 data, a review of the Camp Learning Program in previous years, and knowledge of the needs of the Atlanta Public Schools, there are recommendations which the writer, as program evaluator, would implement. The recommendations fall into two categories, one category which is best labeled operational recommendations

and a second category which is best described as policy recommendations. The former recommendations will be discussed first.

The operational recommendations which, if implemented, should result in even greater accomplishments by the Camp Learning pupils are as follows:

1. The Camp Learning staff should renew its efforts to incorporate reading skills within the content areas taught during the two camping sessions and during Winter Quarter when the Camp Learning staff makes weekly visits to the classrooms. Hopefully, the incorporation of reading skills, when and wherever relevant, will add additional increments to the reading scores of the pupils.
2. During all camping and regular classroom instruction, the Camp Learning staff should involve pupils in units of study which would improve the human relations skills of the pupils.
3. The Camp Learning staff and the participating schools should reassert their efforts to have the sixth grade pupils perceive of the Camp Learning experience as an inherent part of the sixth grade curriculum.
4. Changes in attitudes about persons of other races should be measured by instruments designed specifically for that purpose.
5. A renewed effort to involve parents of the sixth grade pupils in camp visits and school activities should be the joint responsibility of the Camp Learning staff and the participating schools.

The second category of recommendations, labeled as policy recommendations, are more global and relate to all Atlanta schools with sixth grade pupils. The recommendations are as follows:

1. A Camp Learning Committee should be established by the Superintendent to observe the Camp Learning Program as it now operates and to investigate other camping programs in other school systems. (Cobb County, for example, operates a camping program for all fifth grade pupils.) Special attention should be directed to the components of the ESAA Camp Learning which do not, in reality, "cost" the School System additional money.
2. The Atlanta Public Schools should investigate the purchase of a camping site which it could use for future camping experiences and which could be leased by other groups when it is not in use by Atlanta Public Schools' personnel.
3. The Camp Learning Program should be the topic of one of the Superintendent's televised reports to the public.

INTRODUCTION

The Atlanta Public Schools received a grant in the amount of $98,798 through the Emergency School Aid Act (ESAA) to fund the ESAA Pilot Project, Part II (Cultural Adjustment). This project extended the services provided through general funds for non-English-speaking pupils and pupils with first language interferences. It also provided special services for native Spanish-speaking pupils.

Population Benefited from Assistance

This project was designed to serve pupils whose dominant language was not English. Of these pupils, 123 were pupils whose native language was Spanish. Table 2.1 shows, by languages, the number of non-English-speaking pupils or pupils of foreign descent who were served by the project.

TABLE 2.1

NUMBER OF STUDENTS WHOSE DOMINANT LANGUAGE WAS NOT ENGLISH

Nationality	Number of Students
Kenyan	1
Nombasian	1
Ugandan	4
Zaire	3
Other African descent	5
Brazilian	3
Chilian	1
Chinese	14
Colombian	14
Costa Rican	10
Cuban	92
Ecuadorian	2
Fiji Islander	1
French	2
Germany	1
Greek	4
Guatemalan	5
Haitian	1
Honduran	4
Indian	12
Iranian	2
Italian	4
Japanese	2
Korean	27
Laotian	1
Mexican	23
Peruvian	11
Philipino	1
Polish	1
Puerto Rican	4
Saudi Arabian	7
Spanish	4
Uruguayan	8
Vietnamese	22
Venezuelan	2
Total	297

Achievement of Objectives

Prior to the ESAA Pilot, Part II grant, immigrant pupils, non-English speaking, or those with first language interference were assigned to regular classrooms, and limited special opportunities were provided for instruction in English usage. Further, very limited experiences were provided for enabling pupils to maintain their cultural heritage. These factors compounded problems (peer isolation and educational achievement) stemming from communication barriers and lack of understanding of cultural differences.

Based on these facts, the major purpose of the ESAA Pilot Project, Part II (Cultural Adjustment) was to reduce isolation and educational problems related to non-English-speaking pupils and those pupils who have first language interference. Thus, the project proposed to provide many and varied experiences to foster understanding of varying cultures, specifically, American and the cultures represented by the immigrant pupils. Further, the project proposed to enrich and extend existing services designed for the development and improvement of English language skills of these pupils.

Toward the accomplishment of the overall goal, specific objectives and activities were designed. The objectives, related activities, evaluation methods, and findings which report actual accomplishments and reasons for slippage in outcomes were as follows.

Objective I — English Usage

At the conclusion of the 1975-76 school year, pupils studying English as a second language in the ESAA Pilot, Part II project will exhibit one month's gain in English usage (reading vocabulary, grammar, and comprehension) per month of instruction as measured by the Iowa Tests of Basic Skills.

Activities

A project room was established for the overall Cultural Adjustment Project. The lead teacher, working from this project room, coordinated project activities and provided staff development activities for the project staff. Materials such as films, tapes, programmed lessons, and books geared to meet the needs of the pupils were furnished through the project room to the schools serving the project pupils. The project room served as a core for the project system wide.

In the school with a high concentration of non-English-speaking pupils, a resource room was established and an English-to-Speakers-of-Other-Languages (ESOL) teacher was assigned to provide instruction. In other schools, with too few pupils to merit a full-time ESOL teacher, the teacher divided her time among project schools. Again, this project extended regular budget services which operated basically under the same structure of the project.

In either instance, whether part time or full time, the ESOL teacher served as a resource to the regular instructional program. Pupils were cycled into instructional groups for varying periods of time during the regular day. The sizes of the groups varied according to the number of immigrant pupils in the school and their age levels. It was most common for students who speak different languages to be in the same group. This was considered an advantage since (1) the grouping arrangement permitted the students to observe the similarities and differences in languages in addition to broadening understanding of varying cultures and (2) the ESOL teachers, while not being able to speak every language, did possess a practitioner's knowledge of the disciplines taught and an understanding of the importance of each culture represented.

A wide variety of activities were provided to:

1. Introduce various ethnic customs and ideas to the student body through mini-units prepared with the help of foreign members of school and community.
2. Offer newly arrived foreign students and their families a unique opportunity to actively participate in class projects, contributing their cultural heritage and experiences.
3. Enrich Social Studies Program with original artifacts and first-hand input by "teachers" who come from many of the countries being studied.
4. Involve total class or groups of children in learning centers that encourage participation in different cultural projects prepared with the guidance of foreign students and/or community members.
5. Utilize human resources in school and community to familiarize school with many cultures presented therein through meaningful programs.
6. Instill new sense of pride in American children as they compare and contrast their own heritage with that of their new friends through discussions, programs, learning activities, arts and crafts projects, field trips, etc.
7. Help the newly arrived foreign students and their families feel a very real and important part of their new school community by asking them to share their culture with student body and faculty.

Specific activities to yield the desired learning experiences included the following:

1. A survey was taken of the talents and interests of foreign students and their families. Based on this information and the availability of the persons, activities included the following:
   a. A Chinese parent taught Origami.
   b. An Indian mother taught a fourth grade class Indian folk songs and folk dance.
   c. An Indian mother helped group of girls make Saris.
   d. Korean students taught their respective classes a Korean song, with the help of their father's phonetic translation of the Korean lyrics to English.
   e. A Chinese couple cooked, in class, a Chinese meal — complete with menu in Chinese, cooking instructions, and a lesson in the fine art of using chopsticks.

f. A Greek mother worked with the physical education teacher, helping students learn several Greek Christmas and Easter customs and baked for the children some delicious Greek pastries.

g. Many Latin American families sent the school an assortment of handmade crafts from their countries to be used in a display during Pan American Week for the benefit of the whole school.

h. A Philippine girl taught a group of students "Tinikling," a native folk dance from her country.

i. A Zambian father visited a kindergarten class to share pictures, folk tales, and musical instruments from Zambia with excited youngsters.

j. A Spanish mother provided a class with a comprehensive selection of Spanish folk music from Spain's different regions for general listening pleasure.

k. An American missionary to Mexico gave a talk and slide show on the Aztec treasures and ruins.

l. A Japanese minister visited a class to speak with them about many aspects of life in Japan. He brought many beautiful Japanese costumes to share with children.

m. Shy and often non-English-speaking parents were most cooperative when invited to accompany children on field trips around the city and vicinity.

2. Foreign students from other schools were invited to share their talents and/or experiences with class or school.

3. Panel discussions on topics of interest (school, dating customs, life styles, etc.) were organized, using foreign students along with their peers as panel members.

4. Students were involved in art projects that focused on different art styles evident in foreign folk art and displayed work in school.

5. An international Christmas tree was decorated. Each class picked a country to represent and made fitting decorations.

6. A wide assortment of movies, filmstrips, and books (fact and fiction were used to broaden pupils' understanding of their foreign classmate's heritage.

7. Copies of paintings by famous foreign and American artists were checked out from the public library, periodically, and students were encouraged to do research on artist's background, subject matter, and use of art materials.

8. Children brought in foreign language publications (magazines and newspapers) to supplement unit on communication. Class compared and contrasted foreign publications with Atlanta ones, with the help of built-in translators and commentators. (Focus was placed on format, content, tone, language used, slant on information printed, etc.)

In addition to concepts of cultural differences, English was taught as a second language in order for immigrant pupils to make proper adjustments in their regular American classrooms. These instructional activities basically were designed to teach the students conversational sentence patterns, English vocabulary, and reading skills. Individualization of instruction was imperative because of the varying levels of the pupils.

Test Results

Upon enrollment in the English-to-Speakers-of-Other-Languages (ESOL) activities, each student was given a diagnostic test to determine mastery English usage skills. Also, after the completion of a given level, a posttest in English usage was administered. The data in Table 2.2 show the pretest and the posttest per cent of correct responses for each test administered. These data show that at each level the students performed at a greater level of proficiency on the posttest than on the pretest. The students studying English usage developed more proficient English usage skills.

TABLE 2.2

PARTICIPANTS IN
ENGLISH-TO-SPEAKERS-OF-OTHER-LANGUAGES ACTIVITY
PRETEST AND POSTTEST SCORES
1975-76

Test	No. of Students	Per Cent of Correct Responses Pre	Post
Audio-Lingual			
Middle Schools	8	74.1	91.6
Elementary Schools	29	64.3	87.3
Intermediate Grammar Test			
Elementary Schools	7	37.0	62.1
Middle Schools	9	57.7	83.8
Advanced Vocabulary Test			
Elementary Schools	7	55.4	67.6
Middle Schools	5	72.9	85.4
Modern American English (Level I)			
High Schools	5	46.8	80.0
Modern American English (Level II)			
High Schools	9	74.5	91.4
Modern American English (Level III)			
High Schools	9	71.7	82.6

The Iowa Tests of Basic Skills was administered to immigrant pupils who could read English well enough to take the test. Because of the varying levels of the pupils, instead of using grade levels, age levels were used for comparison purposes. Consequently, an age achievement quotient (AAQ) was used. AAQ is a comparison of the pupil's test performance with the performance of children of his age level. Therefore, rather than gain in months (as indicated in the objective), gain in age achievement quotient was computed.

The data shown in Table 2.3 show the performance of project participants whose English usage facility was sufficient to enable them to take the ITBS. These data show that 16 per cent of the participants who took the test showed a gain of approximately five points in AAQ.

AAQ is the ratio of actual performance to age norm. Therefore, for the AAQ to remain constant, the pupil must make a month-for-month gain. While the gain is not shown by months, the gain in AAQ indicates that 16 per cent of the participants exceeded the objective of a one-month gain for each month of instruction as verified by the fact that the average gain in AAQ for 19 participants was about five points. While all participants did not obtain the objective, the success of the project is supported by the fact that 16 per cent of the participants, despite language barriers, exceeded the objective.

Objective II — Spanish Skills

At the conclusion of the 1975-76 school year, pupils studying Spanish as a native language in the ESAA Pilot, Part II, Cultural Adjustment Project, will exhibit a one-half month's gain in Spanish usage per month of instruction as measured by the Spanish Language Placement Test.

Activities

Many activities were provided for native Spanish-speaking pupils in an effort to develop and/or motivate an awareness of Latin American culture.

The fact that the largest portion of the immigrant pupil population was Spanish-speaking was the basis for providing instruction in Spanish usage. Activities centered around teaching Spanish usage skills as a cultural aspect.

Classes were scheduled daily for approximately 30 minutes per period. The diagnostic-prescriptive methodology was used. Each pupil was given a diagnostic inventory in Spanish to determine his level of usage in the areas of reading, vocabulary, grammar, and comprehension. A prescription for instruction was then formulated and implemented by the teacher of Spanish-to-Spanish.

TABLE 2.3

GAINS IN READING AAQ FOR NON-ENGLISH-SPEAKING AND ENGLISH-SPEAKING STUDENTS

School	Non-English-Speaking Students				Positive Gain in AAQ	
	No. of Students	1975 AAQ	1976 AAQ	Gain	No. of Students	Gain
Elementary						
Beecher Hills	2	102.6	102.0	-0.6	--	--
Benteen	3	91.2	98.3	7.1	3	7.1
Bolton	1	121.3	116.0	-5.3	--	--
Cascade	1	97.2	106.0	8.8	1	8.8
Chattahoochee	2	109.6	99.5	-10.1	--	--
Dunbar	1	73.3	79.0	5.7	1	5.7
Fain	1	97.5	85.0	-12.5	--	--
Fickett	3	92.6	84.0	-8.6	--	--
Finch	1	102.6	94.0	-8.6	--	--
Garden Hills	24	95.7	89.5	-6.2	--	--
Gideons	1	89.1	98.0	8.9	1	8.9
Home Park	6	110.1	105.5	-4.6	--	--
Inman	13	109.4	99.9	-9.5	--	--
Jackson	1	104.1	98.0	-6.1	--	--
Kimberly	1	94.7	93.0	-1.7	--	--
Lin	2	120.6	109.5	-11.1	--	--
Howell, Minnie	1	151.8	130.0	-21.8	--	--
Moreland	4	82.0	73.2	-8.8	--	--
Oglethorpe	1	112.6	115.0	2.4	1	2.4
Peeples	4	118.6	119.5	0.9	4	0.9
Perkerson	8	96.0	100.6	4.6	8	4.6
Ragsdale	2	83.9	83.5	-0.4	--	--
McGill	1	85.0	81.0	-4.0	--	--
Rivers	8	108.8	105.7	-3.1	--	--
Smith	1	135.5	127.0	-8.5	--	--
Spring	2	117.0	113.5	-3.5	--	--
Sylvan	3	121.5	112.3	-9.2	--	--
Towns	1	91.3	83.0	-8.3	--	--
Waters	1	63.8	51.0	-12.8	--	--
Middle						
Kennedy	1	64.4	64.0	-0.4	--	--
O'Keefe	10	86.6	85.9	-0.7	--	--
Sutton	8	88.2	83.3	-4.9	--	--
Totals	119	99.7	95.3	-4.4	19*	4.6

*16 per cent of students who took the test.

Test Results

The diagnostic test was used to measure mastery of Spanish usage skills. This test did not yield grade equivalent. Consequently, the objective of one-half month's gain per month of instruction was not assessed per se. The performance of pupils was assessed in terms of increase in level of mastery of skills. (See Table 2.4.) At each level, elementary, middle, and high school, the data show that pupils performed higher on the posttest than on the pretest. The increase made by each group in the per cent of correct responses indicates substantial growth in mastery of Spanish usage skills which leads to the assumption that the equivalence of the objective was met.

TABLE 2.4

SPANISH-TO-SPANISH-SPEAKING PUPILS
PRETEST AND POSTTEST SCORES
1975-76

Schools	Number of Students	Per Cent of Correct Responses	
		Pre	Post
Elementary	14	52	90
Middle	27	59	78
High	24	59	87

Social Adjustment

One underlying goal of the ESAA Pilot, Part II Project was to provide services for immigrant pupils which would aid them in making appropriate adjustment in English-speaking schools. Toward this goal, activities were designed to provide materials and methods for instructional improvement, to enhance the understanding of cultures, to provide some social services for parents of these pupils, and to facilitate community involvement.

Toward this end, a project resource room was established to provide in-service training for teachers of immigrant children and to provide them with materials needed for instruction. Through the resource room, instructional assistance was also provided to teachers in schools with isolated cases of immigrant pupils. Further, the project staff served the community, in many instances, as interpreters in securing needed social services and providing opportunities for exchange of cultures within the community.

The value of this project can also be assessed by the fact that fewer incidences of disruptive behavior occurred involving immigrant pupils in that there was a reduction in isolation and the pupils and their parents received special help with language problems. Opportunities for them to display their cultural heritage was provided in the schools. Also, regular teachers indicated that having a teacher possessing special skills to work with non-English-speaking pupils and who could also serve, in many instances, as an interpreter during parent/teacher and teacher/pupil conferences was very beneficial to pupils' progress in the school.

Staff Development

Teacher training was another important adjunct to the overall project. Teacher training activities were based on the rationale that the teacher of immigrant pupils must be (1) thoroughly familiar with the language skills which were to be taught, (2) aware of the student and his culture, (3) able to set definite goals, and (4) thoroughly knowledgeable of materials available and how to use them effectively. In-service activities were continuous throughout the year of the project.

The project resource room served as a center for the sorting, development, and dissemination of materials and supplies. Teachers, during the year, developed and revised diagnostic tests (copies are in Appendix B) and course descriptions. Further, in-service activities included working with consultants whose experiences were shared to meet specific staff needs.

CONCLUSIONS

Based on the success of the activities as indicated by the reactions of the staff, teachers, and parents and the performance of the pupils, the following conclusions were drawn:

1. The services provided through ESAA Pilot, Part II (Cultural Adjustment Project) served a definite need of the School System by extending existing services to immigrant pupils. The pupils were involved in varied activities designed to promote social adjustment and to assist them in functioning academically in their English-speaking classroom situations.
2. Pupils studying English as a second language increased their proficiency in English usage skills.

3. Pupils studying Spanish as a native language increased their levels of skills in Spanish usage.

4. Special services were provided to improve the levels of interaction between parents of immigrant pupils and the school. The project staff served as interpreters in PTA meetings and sponsored community activities to promote the exchange of cultural heritage within the community.

RECOMMENDATIONS

In that the participants in this project were pupils who must function in an educational setting where the language is different from theirs and whose parents could easily be alienated from the schools because of language barriers, it is recommended that:

1. Special instructional services be continued and increased.

2. Social services be continued as a vital part of project activities.

3. Staff personnel continue to develop and critique activities, methods, and materials in terms of adaptability to varying situations.

4. Staff personnel continue to develop and revise diagnostic tests to insure appropriate instructional activities to meet specific needs of pupils.

PROJECT STAFF*

Thomas Boyd	Lead Teacher
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Celeste Geli	Spanish Aide
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Georgina Placeres	Spanish Teacher
Myrtice M. Taylor	Research Associate

*The salaries of the lead teacher, three teachers, and one aide were paid through the General Funds Budget to extend the project services.

APPENDICES

School _____ Grade _____

SELF APPRAISAL INVENTORY

Intermediate Level

Directions

Please show whether each statement in this booklet is true or untrue for you by marking one of the spaces by each statement.

For Example:	True	Untrue
1. I like cherry pie.	X	
2. I want to be a movie star.		X

There are no right or wrong answers, so respond to each item as honestly as you can. Do not write your name on your booklet.

	True	Untrue
1. I like to meet new people.		
2. I can disagree with my family.		
3. Schoolwork is fairly easy for me.		
4. I am satisfied to be just what I am.		
5. I wish I got along better with other children.		
6. I often get in trouble at home.		
7. I usually like my teachers.		
8. I am a cheerful person.		
9. Other children are often mean to me.		
10. I do my share of work at home.		
11. I often feel upset in school.		
12. I often let other kids have their way.		
13. Most children have fewer friends than I do.		
14. No one pays much attention to me at home.		
15. I can always get good grades if I want to.		
16. I can always be trusted.		
17. I am easy to like.		
18. There are times when I would like to leave home.		
19. I forget most of what I learn.		
20. I am popular with kids my own age.		
21. I am popular with girls.		
22. My family is glad when I do things with them.		
23. I often volunteer in school.		
24. I am a happy person.		
25. I am lonely very often.		
26. My family respects my ideas.		
27. I am a good student.		
28. I often do things that I'm sorry for later.		
29. Older kids do not like me.		
30. I behave badly at home.		
31. I often get discouraged in school.		
32. I wish I were younger.		

		True	Untrue
33.	I am always friendly toward other people.	____	____
34.	I usually treat my family as well as I should.	____	____
35.	My teacher makes me feel I am not good enough.	____	____
36.	I always like being the way I am.	____	____
37.	Most people are much better liked than I am.	____	____
38.	I cause trouble to my family.	____	____
39.	I am slow in finishing my school work.	____	____
40.	I am often unhappy.	____	____
41.	I am popular with boys.	____	____
42.	I know what is expected of me at home.	____	____
43.	I can give a good report in front of the class.	____	____
44.	I am not as nice looking as most people.	____	____
45.	I don't have many friends.	____	____
46.	I sometimes argue with my family.	____	____
47.	I am proud of my school work.	____	____
48.	If I have something to say, I usually say it.	____	____
49.	I am among the last to be chosen for teams.	____	____
50.	I feel that my family always trusts me.	____	____
51.	I am a good reader.	____	____
52.	I don't worry much.	____	____
53.	It is hard for me to make friends.	____	____
54.	My family would help me in any kind of trouble.	____	____
55.	I am not doing as well in school as I would like to.	____	____
56.	I have a lot of self control.	____	____
57.	Friends usually follow my ideas.	____	____
58.	My family understands me.	____	____
59.	I find it hard to talk in front of the class.	____	____
60.	I often feel ashamed of myself.	____	____
61.	I wish I had more close friends.	____	____
62.	My family often expects too much of me.	____	____
63.	I am good in my school work.	____	____
64.	I am a good person.	____	____

		True	Untrue
65.	Sometimes I am hard to be friendly with.	____	____
66.	I get upset easily at home.	____	____
67.	I like to be called on in class.	____	____
68.	I wish I were a different person.	____	____
69.	I am fun to be with.	____	____
70.	I am an important person to my family.	____	____
71.	My classmates think I am a good student.	____	____
72.	I am sure of myself.	____	____
73.	Often I don't like to be with other children.	____	____
74.	My family and I have a lot of fun together.	____	____
75.	I would like to drop out of school.	____	____
76.	I can always take care of myself.	____	____
77.	I would rather be with kids younger than me.	____	____
78.	My family usually considers my feelings.	____	____
79.	I can disagree with my teacher.	____	____
80.	I can't be depended on.	____	____

CONTENTS

I. THE TEACHER'S ROLE IN THE ESOL PROGRAM

A. ESOL Centers
B. Definition of an ESOL Student
C. Importance of Teacher-Parent Relations
D. Diagnosis and Classification of ESOL students
E. The ESOL Teacher as a Liaison in the School
F. Contrastive Analysis in the ESOL Program
G. The ESOL Teacher as a Liaison in the Community

II. COURSE OF STUDY FOR THE ESOL PROGRAM IN THE ATLANTA SECONDARY SCHOOLS

A. Aims
B. Levels
C. What Each Learning Level Should Include
D. Priorities in the Curriculum

III. SUGGESTED CURRICULUM GUIDE

A. Level I -
1. The Sound System
2. Structure
3. Vocabulary (cultural) Content

B. Level II -
1. The Sound System
2. Structure
3. Vocabulary (cultural) Content

C. Level III -
1. The Sound System
2. Structure
3. Vocabulary (cultural) Content

D. Level IV -
1. The Sound System
2. Structure
3. Vocabulary (cultural) Content

E. Level V -
1. The Sound System
2. Structure
3. Vocabulary (cultural) Content

IV. ADDITIONAL ITEMS TO BE TAUGHT

V. INSTRUCTIONAL MATERIALS

A. Textbooks
B. Supplementary Readers
C. Workbooks
D. Audio-Visual Programs

THE TEACHER'S ROLE IN THE ESOL PROGRAM

I. ESOL CENTERS

In the past several years the city of Atlanta has acquired an ever increasing number of international visitors and residents. To deal with this situation, the Atlanta Public Schools offers an ESOL (English to Speakers of Other Languages) program wherein a non-English-speaking child is afforded the opportunity to acquire a meaningful education.

Because of the limited number of ESOL centers, the students who would need this kind of program have the right to attend a school which offers ESOL classes, even if it means crossing area lines.

II. DEFINITION OF AN ESOL STUDENT

The first step to be taken upon enrollment of a non-English-speaking student is a preliminary evaluation by an ESOL teacher of the child's English language proficiency.

If the student has had little or no English instruction in his native country, the teacher will try to place him in as many ESOL classes as are offered in high school. He will also be placed in other classes, such as math, p.e., art, etc., where a large amount of verbalization is not required, and where he will also be obtaining credit.

The student who has had a certain number of years of English instruction in his native country will be placed in one or two ESOL classes, depending on his particular needs. With the advanced student, an ESOL class may only be necessary for a quarter or so, as a means to help the student make the transition in language and culture.

III. IMPORTANCE OF TEACHER-PARENT RELATIONS

After the teacher has acquainted himself with her students and their needs, she will try to visit their homes and meet with their parents. In this meeting she can inform them of the services available to them, such as ESOL classes for adults. If the parents are Korean, Chinese or Spanish-speaking, she will make available to them a handbook, written in their native language, of the rules, regulations, and other important information about the City of Atlanta high schools. If the teacher does not speak the language of a particular family, she will try to find someone who does and is willing to act as interpreter, hopefully throughout the year. The teacher will keep in contact with the family and help out in such situations as a visit to the doctor, filling out immigration papers, etc.

IV. DIAGNOSIS AND CLASSIFICATION OF ESOL STUDENTS

In order for the teacher to select the methods and materials to be used with each student, she will administer a diagnostic test, which will also serve as a pretest and posttest. This will help her determine the particular needs of the students as far as skill development is concerned. For example, will there be an emphasis on listening and speaking only, emphasis on reading, etc.?

Because the first approach to language should be through the ear, the teacher's role with the beginning student will demand a lot of her personal time and attention. At the same time, she has other students in the classroom who are at more advanced levels, but who also require her undivided attention. Even though an ESOL class may have only thirteen students at one time, this constitutes for thirteen different levels because of the varied linguistic and educational backgrounds. Added to this is the fact that the teacher has to divide her time between schools and sometimes cannot meet all of her students' needs.

To try to cope with this situation the ESOL teacher can use some audio-visual equipment available to her, such as tape recorders, flashcard readers, and filmstrips — these give the additional practice needed to reinforce the material she has presented. The teacher can also avail herself of student aides who can help with particular students. Oral practice in pairs can also be used effectively with material already introduced by the teacher. In another situation, a more advanced student can help one with less proficiency and at the same time practice his own skills and gain confidence in himself.

V. THE ESOL TEACHER AS A LIAISON IN THE SCHOOL

The ESOL teacher must also act as a mediator between the students and other teachers and school personnel. In some cases, there is a lack of sensitivity to the problems of the culturally different child, and it is up to the ESOL teacher to try to alleviate the tension, and hopefully open up the channels of communication.

At the same time, the ESOL teacher should make herself available to try to help the students with any difficulties they may have in other subjects. This is sometimes difficult to do because of her limited time at each school.

VI. CONTRASTIVE ANALYSIS IN THE ESOL PROGRAM

It is desirable that the ESOL teacher, who has many different nationalities in one room at one time be well informed about the first language of all her students. Contrastive analysis, which is a technique for organizing the facts of structural congruence between two language systems, provides the teacher with better understanding of the specific needs of her students in struggling to master the patterns and structures of American English.

This understanding can help the teacher who, for instance, is presenting the English post tonic "t" and "d" in words like "Betty" and "meadow" to Spanish-speaking students. If the teacher knows that the most similar Spanish sound is not "t" or "d," but "r" as in "beriberi" and "mero," and makes the comparison, she can obtain a more acceptable pronunciation. (Note: The Spanish "r" is not equivalent to the English "r.")

Learning problems exist not only in the area of pronunciation, but in the grammar of every language. For example, the Chinese language has no articles. (Although it has many classifiers used before a noun and after a number.) This presents a difficulty for Chinese speakers in dealing with "a," "an," and "the" in simple sentences like "I'm going to the store."

The ESOL teacher, then, through some knowledge of the native tongue of her students, can better understand and even anticipate the kind of difficulty they are most likely to encounter.

VII. THE ESOL TEACHER AS A LIAISON IN THE COMMUNITY

Because English is the language of school instruction and of the surrounding community, it must be learned quickly. Attention and priority are given by the teacher to the structure and vocabulary items needed not only for participation in other classes, but also for making a smoother and faster personal adjustment in their communities.

It is therefore important that through the teaching of the English language, they are also introduced to the cultural similarities and differences. These will not only bring about cross-cultural respect and awareness, but also will facilitate the learning process as it becomes meaningful to them. To reinforce this approach to language learning, the ESOL teacher uses activities such as field trips, informal gatherings with American students, international clubs, and demonstrations of native songs and dances in a most effective and enjoyable manner.

It is very important also that the student retain pride in his own culture as he makes his adjustment to the language and culture of native Americans.

COURSE OF STUDY FOR THE ESOL PROGRAM IN THE ATLANTA SECONDARY SCHOOLS

In defining the aims and goals of the ESOL program in the Atlanta secondary schools, we have followed the recommendations given by Mary Finocchiaro in English as a Second Language: From Theory to Practice. The objectives proposed by Ms. Finocchiaro are designed to help the non-English-speaking student recognize and produce language which is not only correct, but also appropriate in the social situation in which it is being used.

I. AIMS

A. The progressive ability to understand the English he/she would use at his age when spoken by a native English speaker.

B. The progressive ability to carry on a conversation with a native English speaker on topics of interest to persons of his age group.

C. The progressive ability to write correctly and perhaps creatively in English.

D. The information, knowledge, attitude, and insight to appreciate the cultural similarities and differences (if such exist) of English-speaking people.

II. LEVELS

The levels we have designated for this program range from I to V, and correspond with the course of study presented in Robert Dixon's Modern American English series.

Level I is designed for the student who has had little or no English instruction in his native country. This is the beginners level.

Level II would fall in the intermediate category, and Level III in the intermediate — advanced category.

Levels IV and V are for the advanced students who could probably be placed in a regular English class, but who for a number of reasons have been assigned to an ESOL class. In most cases, the students are new arrivals who have completed a few years of English instruction in their native countries, but need reinforcement in using and understanding spoken American English. At the same time, they may need the reassuring and comfortable atmosphere of an ESOL class while making the transition in language and culture.

In this level you will also find students who have previously been enrolled in an ESOL program, and have once again been assigned or chosen to come back to an ESOL class. Some of the reasons for this are: (1) a need to reinforce certain basic skills, (2) heavy teacher loads in regular English classes, and (3) difficulty in adjusting to a regular English class.

III. EACH LEARNING LEVEL SHOULD INCLUDE:

A. An analysis of its aims and goals (the terminal behavior the students will be expected to acquire).

B. A list of the language items to be taught (phonology, structure, and vocabulary).

C. A list of the cultural concepts to be discussed.

D. An analysis of the language skills to be developed (listening with understanding, speaking, reading, and writing).

E. A description of the activities and meaningful situations through which the language items will be introduced and practiced.

F. Suggestions for evaluation (testing) of the pupils language growth.

G. Sources for teacher reference and pupils' text.

IV. PRIORITY IN THE CURRICULUM SHOULD BE GIVEN TO:

A. All the sounds and the entire phonemic system.

B. The basic word-order structure.

C. The inflections which are most frequent.

D. The function words.

E. The vocabulary which: (1) will help the students practice the structures; (2) is useful in the pupils' immediate lives and environment; and (3) will strengthen their conviction that English can be used to express the same ideas they express in their native tongue.

I. THE SOUND SYSTEM

A. The vowel and consonant sounds in English

1. Vowels — Modern American English recognizes and studies twelve different vowels — five of these the basic vowels and seven other vowel sounds indicated by sounds of the IPA. However, it is recommended that all the vowel sounds in English be taught.

2. Consonants — classification of consonants as voiced or voiceless, and the teaching of the cognates.

B. The two basic intonation patterns

1. Rising-Falling Intonation
2. Rising Intonation

C. The characteristic stress and rhythm of English (reduced and contrasted forms in the grammatical patterns taught.

II. STRUCTURE

A. Verbs and Verb Phrases:

1. Statements with the verb to be:

   This is not a house. This is a chair. What is this?

2. Negative Statements:

   This is not a house. This is not a chair. This is a shoe.

3. Question Form:

   Is this a shoe? No, this is not a shoe. This is a house.

4. The Simple Present of BE with contractions and pronouns:

   I am a teacher.

   Mary is a student. She is a student.

5. To Be — Negative Form with Contractions:

   I am not a student. I'm a teacher.

   This is not a window. This is a book.

6. To Be — Question Form:

   Are we Americans or Mexicans? We are Mexicans.

   This is a box. Is this a box?

7. Simple Present Tense with Other Verbs:

   Every day I walk to school.

   John likes apples.

8. Present Continuous Tense of "Regular" Verbs in Statements:

   I am putting on my hat.

   John and Henry are playing tennis.

9. Present Continuous Tense — Negative Form:

   I am not studying French now. I am studying English.

10. Present Continuous Tense — Question Form:

    It is raining now. Is it raining now?

11. Simple Present Tense — Negative Form:

    She does not walk to school with Helen. She walks to school with Kay.

12. Simple Present Tense — Question Form:

    Do you like to swim?

    They live near the school. Do they live near the school?

13. Past Tense of TO BE in Statements, Negative and Question Forms:

John was absent from class yesterday.

John wasn't absent from class yesterday.

Was John aosent from class yesterday?

14. Past Tense of Regular Verbs:

They arrived in Washington last night.

15. Past Tense of Irregular Verbs:

She left for school at eight o'clock.

16. Past Tense — Negative and Question Forms:

Our team won the game. Our team didn't win the game.

The plane left at two o'clock. Did the plane leave at two o'clock?

17. Future Tense with WILL in Statements, Negative and Question Forms:

We'll meet you at noon.

We won't meet you at noon.

Will we meet you at noon?

18. Future Tense with TO BE GOING TO in Statements, Negative and Question Forms:

They're going to move soon.

They're not going to move soon.

Are they going to move soon?

B. Word Order:

1. The place of the descriptive adjective before a noun, singular and plural:

She's a good student.

I have a red pencil.

They're good students.

C. Inflections:

1. Plural Forms: regular and irregular forms:

One book - two books

One man - two men

This is a book. These are books.

D. Function Words:

1. Question words (WH) such as: who, what, where, when, how, how much, how many, how long, which, why, what time:

When did you arrive in the United States?

How much does the dress cost?

2. Prepositions — Modern American English presents a very limited number of prepositions in Level I, but we recommend the following list to be taught at this level:

In, on, at, for, from, of, with, by, near, into, in front of, behind, beside, to, up, down, outside, inside, far from, a long way from, above, under, between, about.

3. Determiners (a, an, the, this, that, these, those):

a table - an hour

a book - th : book

this car - these cars

4. Conjunctions (coordinating): and, but, or:

   You can study or read a book.

   He is at school today, but not in class.

5. Personal Pronouns:

   Mary is in the library. She is in the library.

6. IT and THEY with neuter antecedents:

   The book is on the table. It's on the table.

   Classes begin at nine o'clock. They begin at nine o'clock.

7. Possessive Adjectives:

   John studies his English book.

   Possessive Form of Nouns:

   The friend of Henry - Henry's friend

   The desks of the students - the students' desks

8. Personal Pronouns - Object Form:

   I often see Mary on the bus. I often see her on the bus.

   He walks to school with John and Henry. He walks to school with them.

9. Use of THERE IS and THERE ARE:

   A book is on the table. There is a book on the table.

E. Responses:

1. Short Answers — Negative and affirmative forms with verbs taught:

   Are you Mexican? No, I'm not.

   Does she live near you? No, she doesn't.

   Did they go with you? Yes, they did.

F. Miscellaneous Items:

1. Basic Information Questions:

   Where do you live? Where does your father work? Where do you go to school? What is your name?

2. Formulas of Courtesy, Agreement, Disagreement, Regret, Surprise, Excitement, Pleasure, etc.:

   How do you do? Of course. I'm sorry. Really?

3. Greetings and Leave-takings

   Hello! Good evening. See you tomorrow.

4. Numbers — 1 to 1,000; names and uses; cardinal and ordinal; in addresses, dates, quantities, etc.

5. Days of the Week

6. Months of the Year

7. Seasons of the Year

8. Colors and Clothing (seasonal changes, sizes, kinds, etc.)

9. Parts of the Body

10. Animals — Domestic and Farm (most common ones)

11. Telling Time (using expressions such as, "in the morning," "at night," "P.M.," etc.)

12. Weight, Sizes, Measurements

13. Money

III. VOCABULARY (CULTURAL) CONTENT

The vocabulary content presented in this curriculum guide corresponds with the guidelines given in Finocchiaro's and Bonomo's The Foreign Language Learner: A Guide for Teachers. It is not intended to be an all-inclusive list, and should be adapted by the teacher to her own students' needs.

As with the different items of structure, all the vocabulary around a topic should not be taught at one time. Instead, the "spiral approach" should be used; in this method, the students are gradually introduced to new vocabulary or structure around a topic. Again, it is up to the teacher to decide how much information each student can deal with at one time.

A. Opposites of words taught:

up - down day - night

B. Introductions and Identifications:

1. Greetings, leave-takings, introductions
2. Identification of self and others
3. Address and age

C. The Classroom:

1. Names and locations of parts of the room
2. Instructional materials
3. Identification of activities (reading, listening, repeating, etc.)
4. The program (hours for various subject areas; activities in and out of class)
5. Common classroom expressions ("Please open your books," etc.)

D. The School:

1. Name of school (and address)
2. Location of rooms and special places in the building (gym, clinic, office, restrooms, etc.)
3. Rules and regulations (fire drills, lunch hour, time of arrival, use of assigned smoking areas, etc.)

E. The Family:

1. Names of immediate family members
2. Relationships and ages
3. Occupations of various members (should know parents' place of work and telephone number, in case of emergency)
4. The home —
   a. Rooms and their uses
   b. Furnishings
   c. Daily activities (I get up at 7 o'clock, etc.)

F. The Immediate Community:

1. Nonresidential buildings (offices, movies, library, stores, etc.)
2. Transportation facilities (bus, taxi)
3. Communication facilities (telephone, mail, newspaper, radio, television)
4. Consumer services (stores, banks, etc.)
5. Places of recreational interest (parks, libraries, community centers, movies, etc.)

I. THE SOUND SYSTEM

Review all the sounds and the two basic intonation patterns. Work on increased fluency in increasingly longer sentences, and on stress and rhythm.

Introduce:

A. Change in stress when noun complements are replaced by pronouns:

He bought the groceries. He bought them.

B. Pronunciation of S and Z:

bus (s) - his (z)

eats (s) - comes (z)

what's (s) - he's (z)

C. Pronunciation of final voiced consonants:

hurt - heard

back - bag

D. Pronunciation of past tense of regular verbs:

wait - waited

ask - asked

play - played

E. Minimal pairs:

said - shed

bit - beet

pit - Pete

II. STRUCTURE

A. Verbs and Verb Phrases:

Review all the verb forms introduced in Level I.

Introduce:

1. Imperative form of verbs. Negative and question forms with contractions; all the different ways in English to make the imperative form more polite:

Please wait here. Wait here, please.

Will you please wait here: Wait here, will you, please?

Don't go. Please, don't go.

2. Present Perfect form of verbs. Negative and question forms. Different uses, such as in:

Helen has written those letters.

They have lived in the same house for ten years.

They have lived in the same house since 1965.

3. Past Perfect Tense. Negative and question forms; contractions with HAVE, HAS, HAD:

They had gone when we arrived.

He said that he'd not seen that movie.

Use of SAY and TELL:

Mr. Smith said that he was busy.

Mr. Smith told us that he was busy.

4. Past Continuous Tense. Negative and question forms:

It was raining when we got there.

Mary wasn't working when I called.

Was he talking to you?

5. Use of TO HAVE TO. Negative and question forms in the present, past, and future tenses:

   He must leave at one o'clock.

   He has to leave at one o'clock.

6. Two-Word Verbs such as take off, put on, get on:

   He is taking off his hat.

   I have to get on the bus at this corner.

B. Inflections:

1. Possessive Pronouns:

   This pen belongs to her. This pen is hers.

   Question form with the use of WHOSE:

   This book is John's. Whose book is this?

2. Reflexive Pronouns: Two forms: Reflexive form:

   The little girl dresses herself every morning.

   Emphatic use:

   Mary herself will do the work.

   Reflexive pronouns used with the preposition BY to give the meaning of alone:

   I like to study by myself.

3. Relative Pronouns WHO and WHICH:

   The boy who studies with me is my brother.

   The book which is on the desk is John's.

4. Count and Mass Nouns: Affirmative and negative uses of some quantity expressions such as: a lot of, some, a long way, too, much, many, any, far, either, few, little:

   Give me the books. I need water.

   I have some pencils in my pocket. I don't have any pencils in my pocket.

5. Comparative and Superlative Form of Adjectives. Regular and irregular forms:

   Helen is a beautiful girl. Helen is more beautiful than Mary.

   Helen is the most beautiful girl in our class.

6. Adjectives and Adverbs: emphasis on GOOD and WELL:

   Joe is a slow speaker. Please speak slowly.

   He is a good student. He speaks English well.

C. Function Words:

1. Use of Auxiliary Verbs. Negative and question forms of CAN, MUST, MAY, and SHOULD. Difference in the use of MAY and CAN.

   May I go outside, please? Henry can drive a car.

   He should go to the doctor soon. Should he go to the doctor soon?

   Use of MAY to show possible future action:

   I may visit you tonight.

2. Verb followed by two complements (objects):

   He gave her a book. He gave it to them.

D. Responses:

1. Short answer form. Affirmative and negative form with verbs taught:

Have you seen that movie? No, I haven't.

Were you listening? Yes, I was.

III. VOCABULARY (CULTURAL) CONTENT

A. Opposites of words taught at this level

B. The School:

1. School activities (clubs, general organization, assembly programs, newspaper, games, etc.)

2. Procedures and requirements (how to join a club or sign up for a sport; hours needed towards graduation, required courses, electives, etc.)

C. The Family:

1. Names of more distant relatives and relationships

2. Activities and likes or dislikes of family members

3. The home —

a. Meals (items, hours, customs of U.S. and other countries)

b. Jobs and duties around the household

c. Rules and regulations around household

D. The Community:

1. Transportation facilities —

a. Bus schedules and how to read them

b. How and who to call for taxi service

c. Orientation of city (with maps, field trips, etc.)

2. Communication facilities —

a. The telephone (how to make local and long distance calls; how to take advantage of special rates; how to use yellow pages; etc.)

b. The mail (location of nearest post office; different kinds of mail and services; etc.)

c. Television (information on special bilingual programs; discussions of favorite programs; etc.)

3. Consumer Services —

a. Banks (different kinds of accounts; how to write a check; how to make deposits, withdrawals, etc.)

b. Stores (kinds and names of products bought at each, etc.)

4. Shopping —

a. Money

b. Courtesy expressions

c. Expressions of quantity

5. Local government agencies (post office, police station, courthouse, unemployment office, etc.)

LEVEL III

I. THE SOUND SYSTEM

Review all the sounds and the two basic intonation patterns. Work on increased fluency in progressively longer sentences, and on stress and rhythm.

Work on the pronunciation of minimal pairs, such as:

(S)	(ʃ)	(S)	(Z)	(ʃ)	(ʧ)
see	she	Sue	zoo	ship	chip
sell	shell	sip	zip	shop	chop

(S)	(θ)	(ð)	(d)
sing	thing	then	den
sink	think	those	doze

(w)	(v)	(b)	(h)	(hw)	(w)	(Vowel sound)	(h)	(w)
wet	vet	bet	hair	where	wear	ill	hill	will
wail	veil	bail	hitch	which	witch	air	hair	wear

(I)	(ɛ)	(æ)	(I)	(ɛ)	(i)	(I)	(ɛ)	(ə)
pin	pen	pan	rid	red	reed	tin	ten	ton
sit	set	sat	mitt	met	meet	bid	bed	bud

(ə)	(u)	(ʊ)	(O)	(aI)	(ɔI)
luck	Luke	look	toe	tie	toy
stud	stewed	stood	bowl	bile	boil

II. STRUCTURE

Review the structures taught at Levels I and II, working on greater ease and fluency and for a more sustained response; that is, for more than one statement or question as a response to your question or statement.

A. Verbs and Verb Phrases:

Review all the verb forms introduced in Levels I and II.

Introduce:

1. Present Perfect Continuous; Negative and question forms:

   He's shown him the school. He's been showing him the school. (and he's still showing it to him.)

   Have you been walking? No, I haven't been walking.

2. Future Continuous with WILL; Negative and question forms:

   They'll play here next week. They'll be playing here next week.

   Will they be playing here next week?

3. Equivalents for modal auxiliaries CAN, SHOULD, MUST, with contractions:

   I can come tomorrow. I'll be able to come tomorrow. We should start back soon. We ought to start back soon. I must finish this homework now. I have to finish this homework now. I've got to finish this homework now.

4. Passive Voice with BE; Negative and question forms; present and past tenses:

   John made that box. That box was made by John.

   Was that box made by Joe? No, that box wasn't made by Joe.

5. Passive Voice with Perfect Tenses; Negative and question forms:

   They must hold an assembly on Monday. An assembly must be held on Monday.

6. The Passive Voice with GET; Negative and question forms:

   They were married in June. They got married in June.

7. The Past Tense for WILL and CAN (would and could); Negative and question forms:

   They will build a new school. They said they would build a new school.

   I can take math some other time. I thought I could take math some other time.

8. The verbs HAVE, GOT, and MAKE used as causal verbs:

He had the car repaired.
They got the gym decorated in time.
They made us take typing.

9. Multiple-Word Verbs; verbs that cannot be separated from the word (preposition or adverb) that follows; verbs that can be separated from the following word; and verbs that must be separated when the object is a personal pronoun:

They're listening to the records.
He put on his raincoat. He put his raincoat on.
She turned on the light. She turned it on.

10. Special uses of WON'T and SHALL:

I won't show Charles the school. I refuse to...
Shall we go to that movie tonight?
Shall I take math again next year?

B. Word Order:

1. Prepositional Phrases as Indirect Objects:

He's showing Charles his school.
He's showing his school to him.

2. The Infinitive after Adjectives; the use of IT IS with these adjectives; and the use of a prepositional phrase with FOR to give the subject of the infinitive:

It's easy to find the store.
It's possible for us to find the store.

3. The Infinitive of Purpose to answer the question WHY:

Why did she go to the store? To get some milk.

4. Position of ALREADY and YET in sentences with the verb TO BE and other verbs:

They've already seen the gym.
They haven't seen the gym yet.

5. Multiple Modifiers before a noun:

I bought several very pretty white dresses.

6. Position of Noun Adjuncts:

She wore a very expensive winter coat.

7. Prepositional Phrases and Clauses:

The books on the shelf are overdue.
The books that I'm putting on the shelf are new.

8. Form and Position of Adverbs of time, place, and manner:

I leave my book in the locker at night.
She finished the book quickly.

9. Position of Adverbs of Frequency with the verb to be and other verbs:

John is always busy.
I've never seen that classroom.
Have you ever studied algebra? No, I haven't ever studied algebra.

10. Position of STILL and ANYMORE with TO BE and other verbs:

He's still talking to the teacher.
He isn't talking to the teacher anymore.

11. Object Clauses after Present Tense Verbs; kinds of verbs the object clauses follow, and tense to be used with it:

I hope that she'll wait for me.
Our school is very different from yours.
I think that our school is very different from yours.

12. Object Clauses after Past Tense Verbs:

He took geography. He said that he'd take geography.
We've seen the auditorium. I thought we'd seen the ....

C. Inflections:

1. Relative Pronouns with and without prepositions:

The girl that I was talking to works in the library.
The girl to whom I was talking works in the library.

2. Indefinite or Impersonal Pronouns, such as someone, anyone, no one, everyone, etc.:

I saw somebody in the room.
I didn't see anybody in the room.
I saw nobody in the room.

3. Affirmative use of the ANY-words in the sense of no matter who, no matter what. Also the NO-words as the negative for the ANY-words used in this sense:

Anyone (no matter who) can start a club in our school.
No one should leave school at lunchtime.

4. THEY and YOU as Impersonal Pronouns:

They require math in the first year.
You can buy fruit in the supermarket.

5. ONE and ONES as Pronouns:

There are two girls in my class. The one at the blackboard is a very good student.

D. Miscellaneous Items:

1. Possessive Form with Time Words:

Tomorrow's lesson will be very interesting.

2. Use of OF THE after quantity words, such as some, many, much, etc.:

Some of the girls are here today.
A few of the books are torn.
I was in two of the plays last year.

I. THE SOUND SYSTEM

Review all the sounds and the two basic intonation patterns. Work on increased fluency in increasingly longer sentences, and on stress and rhythm.

Introduce:

A. Pronounciation of the Medial S:

house (S)	busy (Z)
nurse (S)	doesn't (Z)

B. Pronunciation of Contracted Forms as One Syllable or Two:

I'm (1)	isn't (2)
he's (1)	didn't (2)

C. Positive and Negative Stress Patterns:

We can see him later. (Affirmative)

We can't see him later. (Negative)

D. Intonation of Tag Endings:

1. Confirmation of Some Fact — Falling Intonation

You can come, can't you?

2. Asking a Question — Rising Intonation

You can come, can't you?

II. STRUCTURE

A. Verbs and Verb Phrases:

1. Gerunds; use with verbs that are always followed by gerunds, and verbs that may be followed by either gerunds or infinitives:

   Do you mind bringing me a menu?

   He likes to study French. He likes studying French.

2. Gerunds used after prepositions:

   We are both fond of swimming.

   He succeeded in talking with her.

3. Idiomatic Verb Phrases (to be supposed to, used to, would rather, had better):

   Helen is supposed to arrive today.

   He used to study in our class.

   I'd rather watch TV, than go to movies.

   You'd better see a doctor immediately.

4. Sequence of Tenses; agreement of main verb in a sentence with all verbs of the dependent clause:

   She says she can swim. She said she could swim.

   He says he will return later. He said he would return later.

5. Conditional Sentences; Future-Possible Conditions, Present-Unreal Conditions, Past-Unreal Conditions:

   If John studies hard, he will pass his tests.

   If John studied hard, he would pass his tests.

   If John had studied hard, he would have passed his tests.

6. Tag Endings; used with varying intonations, to ask a question, or to invite confirmation for some fact already known by the speaker:

   He can speak English well, can't he?

   She isn't an American, is she?

7. Auxiliary Verbs OUGHT and SHOULD; Present and Past Tense:

   You should see a doctor. You should have seen a doctor.

   John ought to study more. John ought to have studied more.

8. Auxiliary Verbs MUST and MAY used to express strong probability and possibility in the past:

   Mr. Smith is not in his office. He must have gone home.

   I don't know where Charles went. He may have gone to a movie, or he may have gone home.

9. Use of Auxiliary Verbs to avoid repetition of some verb or verb phrase used earlier in the sentence. Use of TOO and SO, and EITHER and NEITHER in negative statements:

   I like New York, and Mary likes N.Y. I like N.Y., and Mary does too.

   I like N.Y., and Mary likes N.Y. I like N.Y., and so does Mary.

   I don't like N.Y., and Mary doesn't either.

   I don't like N.Y., and neither does Mary.

10. Use of Auxiliary Verbs in so-called balanced sentences:

    She doesn't speak English, but he does.

    Mary will attend class, but Helen won't.

B. Word Order:

1. Negative Questions:

John didn't see him.

Didn't John see him?

Why didn't John see him?

2. Question Form using WHO, WHAT, or WHICH as subject of the sentence, or modifier of the subject:

Who took my pen?

What fell on the floor?

Which bus goes to Broad Street?

3. Direct and Indirect Speech; questions and commands:

John said, "I'm very busy today." John said that he was very busy today.

He asked me, "Where does she live?" He asked me where she lived.

I said to John, "Wait for me." I told John to wait for me.

I. THE SOUND SYSTEM

This level has no specific exercises in the sound and intonation patterns, nor the stress and rhythm of grammatical patterns. It is recommended that individual difficulties in these areas be worked on, as well as a general review of the patterns introduced in Levels I through IV. The goal is to increase fluency in the more complex sentences.

II. Structure

A. Function Words:

1. Adjective Clauses:

They work in a factory that makes T.V. sets.

The man to whom I report is in New York.

2. Time Clauses; adverbial clauses of time introduced by words such as as when, before, after, while, as, since, until, and till:

He kept on working until he was seventy years old.

Business picked up when the store moved.

3. Clauses of reason or cause; because, since, as, and for used to introduce clauses of reason or cause:

He left New York because he wanted to teach in a smaller school.

That dress doesn't fit me since I am so heavy.

4. Clauses of result; clauses beginning with SO or AND SO:

He didn't like working for women, (and) so he gave up service jobs.

5. Clauses of Result using SO ..... THAT to introduce clauses that are the result of an adjective or an adverb:

He is so old that he can't work anymore.

Use of SO .... THAT with quantity words such as much, many, few, little:

He was offered so much money for the car that he couldn't refuse.

Use of SUCH .... THAT to introduce clauses that are the results of a noun:

There was such a blast that his ears hurt.

6. Clauses of Purpose; use of SO THAT and IN ORDER THAT:

She went to business school so that she could learning typing.

She went to business school in order that she might learn typing.

7. The Infinitive of Purpose used with IN ORDER TO stress the idea of purpose:

She went to business school in order to learn typing.

8. Clauses of Concession; use of ALTHOUGH, EVEN THOUGH, and THROUGH to join contrasting ideas:

Even though he has lived in the town for five years, the people still don't trust him.

Also, the use of BUT to join contrasting ideas:

He has lived in the town for five years, but the people still don't trust him.

9. Shortened Adjective Clauses:

Every publisher in New York turned down the novel that was written by my friend.

Every publisher in New York turned down the novel written by my friend.

10. Omission of THAT used as a connective at the beginning of an object clause:

He said (that) he was thinking of retiring.

Omission of that in adjective clauses where it is the object of the verb in the clause:

The machine (that) they're using is called a harvester.

Omission of THAT in clauses of result after SO or SUCH:

He was so tired (that) he went right to sleep.

11. Shortened Adverb Clauses:

Because he ran for reelection every two years, he had to make a lot of trips back home.

Running for reelection every two years, he had to make a lot of trips back home.

12. Participial Phrases with Subjects:

He went home for the summer because the university was closed.

The university being closed, he went home for the summer.

13. The Perfect Participle:

He has to look for a job because he had stopped taking money from his family.

Having stopped taking money from his family, he had to look for a job.

14. Sentence Connectors; several different groups (addition, warning, result, concession, illustration, etc.):

He was tired. He took some work home with him.

He was tired; nevertheless, he took some work home with him.

15. Idiomatic expressions, such as:

go wrong -	day off -	side benefits -
get married -	make a go of it -	in charge of -
put through -	take on -	overseas -
ship out-	stopover -	framework -

III. VOCABULARY (CULTURAL) CONTENT

A. The School:

1. Educational opportunities for advanced study (College and University orientation)
2. Requirements or admission to institutions of higher learning (physical, educational, financial)
3. Scholarships
4. Training for specialized careers (vocational schools, business schools, medical schools, etc.)
5. Adult education

B. The World of Work:

1. Opportunities for employment after graduation (part-time and summer work also)
2. Requirements for various types of employment
3. Means of finding employment (agencies, letters, newspapers, governmental agencies, friends, etc.)
4. Filling out forms (application for employment, social security, pension, etc.)
5. Getting a job (dress and conduct at interview)
6. Holding a job (punctuality, performance, human relationships)
7. Labor laws, taxes, pension, rights, and responsibilities
8. Specialized vocabulary

C. Leisure-time Activities:

1. Community facilities (YMCA, public pools, etc.)
2. Hobbies — kinds (indoor and outdoor)
3. Arts, crafts, dancing, sports (where to learn, cost, etc.)
4. Private recreational facilities and clubs (locations, special features, fees, or qualifications for admission, etc.)
5. Special clubs representing ethnic backgrounds (Chinese-American Institute, the Hellenic Center, the Hispano-American Club, etc.)
6. Popular sports in the community or city (participant or spectator)
7. Traveling (means of transportation; favorite vacation spots in U. S. and other countries, etc.)
8. Current events

D. Cross-Cultural Concepts (customs; fostering interchange of ideas):

1. Greetings and leavetakings (with peers, elders, children)
2. Foods (time for meals; types of restaurants; special types, etc.)
3. Holidays (as they occur, if possible) — dates; gifts; visiting; greeting cards, etc.
4. Dress (seasonal, formal, informal, special occasion, typical, or native, etc.)
5. Dating and marriage (position of the woman in different societies
6. Consumer education (installment buying, credit borrowing, etc.)
7. Social amenities in different situations
8. Cultural heritage — heroes, history, music, literature, art forms, etc. (self identity in a different society)
9. Places of workship (norms and feasts of different religions)
10. Government: its operations and services (immigration status, medicare, etc.)

III. VOCABULARY (CULTURAL) CONTENT

1. The School:
   a) Educational opportunities for advanced study (College and University orientation)
   b) Requirements for admission to institutions of higher learning (physical, educational, financial)
   c) Scholarships
   d) Training for specialized careers (vocational schools, business schools, medical schools, etc.)
   e) Adult education

2. The World of Work:
   a) Opportunities for employment after graduation (part-time and summer work also)
   b) Requirements for various types of employment
   c) Means of finding employment (agencies, letters, newspapers, governmental agencies, friends, etc.)
   d) Filling out forms (application for employment, social security, pension, etc.)
   e) Getting a job (dress and conduct at interview)
   f) Holding a job (punctuality, performance, human relationships)
   g) Labor laws, taxes, pension, rights and responsiblities
   h) Specialized vocabulary

3. Leisure-time activities:
   a) Community facilities (Y, YMCA, public pools, etc.)
   b) Hobbies- kinds (indoor and outdoor)
   c) Arts, crafts, dancing, sports (where to learn, cost, etc.)
   d) Private recreational facilities and clubs (locations, special features, fees or qualifications for admission, etc.)
   e) Special clubs representing ethnic backgrounds (Chinese-American Institute, The Hellenic Center, The Hispano-American Club, etc.)
   f) Popular sports in the community or city (participant or spectator)
   g) Traveling (means of transportation; favorite vacation spots in U.S. and other countries, etc.)
   h) Current events

4. Cross-Cultural Concepts (customs; fostering interchange of ideas):
   a) Greetings and leavetakings (with peers, elders, children)
   b) Foods (time for meals; types of restaurants; special types, etc.)
   c) Holidays (as they occur, if possible)- dates; gifts; visiting; greeting cards, etc.
   d) Dress (seasonal, formal, informal, special occasion, typical or native, etc.)
   e) Dating and marriage (position of the woman in different societies)
   f) Consumer education (installment buying, credit borrowing, etc.)
   g) Social amenities in different situations
   h) Cultural heritage - heroes, history, music, literature, art forms, etc. (self identity in a different society)
   i) Places of worship (norms and feasts of different religions)
   j) Government: its operations and services (immigration status, Medicare, etc.)

ADDITIONAL ITEMS TO BE TAUGHT AT ANY LEVEL

1. Prepositions — basic to advanced
2. Use of NO and NOT
3. Use of articles (determiners)
4. Pronunciation of silent letters (as in "often," listen," etc.)
5. Use of VERY and TOO
6. Placing of accent
7. Abbreviations
8. Subjunctive with WISH
9. Homonyms
10. Opposites with prefix
11. Corresponding noun and adjective forms
12. Exclamatory form
13. Emphatic form
14. Use of SO, INDEED, OF COURSE, NATURALLY
15. Difficult verbs: raise-rise; set-sit; lay-lie
16. Use of DESPITE, IN SPITE OF
17. WHICHEVER, WHEREVER, WHATEVER
18. Punctuations
19. Spelling rules

INSTRUCTIONAL MATERIALS

For this program we have chosen to use the Modern American English series by Robert J. Dixon (Regents Publishing Company) as the basic text for classroom presentation. It has also been used as the source in the preparation of the pretest and posttest (diagnostic) in levels I through V. This series has a companion workbook and tapes for the five different levels.

In addition to this series, there are many other series specially prepared for English as a second language, and are available to the teachers in the ESOL program.

Following is a list of additional textbooks, supplementary readers, workbooks, and audio-visual programs available in the project room:

Textbooks

1. English Step by Step with Pictures, Boggs and Dixon; Regents Publishing Co.
2. English in Action, Dixon; Regents Publishing Co.
3. Learning to Use English, Finocchiaro; Regents Publishing Co., Books 1 and 2.
4. English for Today, the National Council of Teachers of English; McGraw-Hill Book Company, Inc., Books 1-4.
5. New Horizons in English, Mellgren and Walker; Addison-Wesley Publishing Co., Books 1-4.
6. Mastering American English, Hayden, Pilgrim, and Haggard; Prentice-Hall, Inc.

Workbooks

1. Guidebooks to Better English, Lydia P. Haag; Educational Guidelines Co., Levels 1-4.
2. Regents English Workbook, Dixon; Regents Publishing Co., Books 1-3.
3. Exercises in English Conversation, Dixon; Regents Publishing Co., Books 1 and 2.
4. Pronunciation Exercises in English, Clarey and Dixon; Regents Publishing Co.
5. Essential Idioms in English, Dixon; Regents Publishing Co.
6. Everyday Dialogues in English, Dixon; Regents Publishing Co.